



Greenville Technical Charter High School

PO Box 5616, Mail Stop

Greenville, SC 29606

Grades	9-12 High School	
Enrollment	439 Students	
Principal	Charles R. Bayne, Interim	864-250-8844
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
6	0	0	0	0

* Ratings are calculated with data available by 12/14/2013.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	97.3%	98.1%	98.2%	94.3%	95.8%	94.9%
Passed 1 subtest (%)	1.8%	1.9%	0.9%	3.8%	2.9%	3.4%
Passed no subtests (%)	0.9%	N/A	0.9%	1.8%	3.1%	1.7%

HSAP Passage Rate by Spring 2013

	Our High School	High Schools with Students Like Ours
Percent	100.0%	98.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	99	102	337	425
Number of Graduates in Cohort	99	100	293	370
Rate	100.0%	98.0%	92.3%	89.4%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	92	99	306	412
Number of Graduates in Cohort	92	99	276	369
Rate	100.0%	100.0%	80.4%	92.7%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	97.3%	93.2%
English 1	91.9%	90.7%
Biology 1/Applied Biology 2	89.1%	92.1%
US History and the Constitution	63.1%	79.5%
All Tests	86.3%	89.2%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=439)				
Retention rate	0.0%	Down from 0.2%	2.6%	2.9%
Attendance rate	97.2%	Up from 97.1%	96.2%	95.1%
Served by gifted and talented program	35.2%	N/A	33.5%	17.5%
With disabilities	6.8%	N/A	8.0%	11.9%
Older than usual for grade	1.1%	N/A	4.5%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 99.0%	31.0%	15.1%
Successful on AP/IB exams	N/A	N/A	78.6%	51.5%
Eligible for LIFE Scholarship	96.9%	Up from 94.9%	69.8%	30.6%
Annual dropout rate	0.2%	Up from 0.0%	0.7%	2.3%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	7.2%
Enrollment in career/technology courses	132	Down from 176	417	418
Students participating in work-based experiences	0.0%	No Change	1.4%	14.6%
Career/technology students attaining technical skills	100.0%	No Change	91.9%	84.8%
Career/technology completers placed	N/A	N/A	98.4%	98.3%
Teachers (n=26)				
Teachers with advanced degrees	96.2%	Up from 88.5%	71.9%	63.4%
Continuing contract teachers	42.3%	Up from 34.6%	81.9%	78.8%
Teachers returning from previous year	95.6%	Down from 97.1%	89.4%	86.2%
Teacher attendance rate	99.3%	Up from 96.4%	95.6%	95.2%
Average teacher salary*	\$53,417	Up 5.5%	\$50,334	\$48,699
Professional development days/teacher	14.5 days	Up from 11.9 days	10.5 days	9.9 days
School				
Principal's years at school	1.0	Down from 10.0	5.0	3.0
Student-teacher ratio in core subjects	27.4 to 1	Up from 26.3 to 1	29.6 to 1	26.9 to 1
Prime instructional time	94.7%	Up from 93.5%	91.0%	89.0%
Dollars spent per pupil**	\$7,660	Up 1.1%	\$6,449	\$7,919
Percent of expenditures for teacher salaries**	55.0%	Down from 56.0%	61.0%	57.0%
Percent of expenditures for instruction**	62.0%	Down from 64.0%	63.5%	60.0%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.9%	97.7%
Character development program	At-Risk	Down from Excellent	Excellent	Good
Modern language program assessment	N/A	N/A	N/A	11.0
Classical language program assessment	N/A	N/A	15.0	15.0

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	100	100.0%	313	86.3%	102	98.0%
Gender						
Male	54	100.0%	169	87.6%	54	98.1%
Female	46	100.0%	144	84.7%	48	97.9%
Racial/Ethnic Group						
White	75	100.0%	206	90.3%	76	98.7%
African American	13	100.0%	77	76.6%	12	91.7%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	23	78.3%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	N/A	N/A	28	67.9%	N/A	N/A
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	20	100.0%	57	80.7%	23	95.7%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Greenville Technical Charter High School (GTCHS) is one of the most unique public schools in our state. GTCHS was established in 1999 primarily as a result of the vision and courage of the President of Greenville Technical College, Dr. Thomas E. Barton, Jr. The establishment of GTCHS was supported by the sponsoring school district, the School District of Greenville County, to create a middle college/early college program on the main campus of Greenville Technical College (GTC). This innovative school concept was supported by the business community to provide students a seamless transition from high school to higher education and the world of work. The South Carolina Department of Education accredits GTCHS and SACS accredits Greenville Technical College. With a faculty of 24.5, GTCHS offers an academically rigorous four-year program serving a student enrollment of 439 students in grades 9-12. The teaching/learning paradigm is based on Mastery Learning. Though GTCHS does not offer AP courses, students do have the opportunity to take dual credit classes at Greenville Technical College, many earning enough credits to enroll in college as sophomores. Ten students in the 2013 graduating class earned 13 associate degrees while in high school. Currently, 70% of the student body is enrolled in at least one college class. The school's ability to offer individualized academic plans and academic assistance further serves to create an opportunity for the success of each student. Teachers use state-of-the-art technology and Greenville Technical College resources to enhance instruction in all subject areas. Student-teacher ratios remain one of the lowest in the upstate at approximately 18-1. The school expects parental involvement at a minimum of one hour per week, 50 hours of community service for every student each year, project-based learning that is competency based, and the senior capstone project or internship prior to graduation. These expectations continue to make GTCHS a unique place for learning and character building. GTCHS has received an Excellent rating from the South Carolina Department of Education from 2002 to 2012 and received the Palmetto Gold Award for nine consecutive years. The school received recognition as a Carolina First Palmetto's Finest winner in 2009 and received recognition as an US Department of Education National Blue Ribbon School of Excellence in 2010. GTCHS is designated as one of the top fifteen charter schools in the nation by the US Department of Education, honored as a National Charter School of the Year by the Center for Education Reform and received the 2011 Bronze Award from US News & World Report as one of America's Best Public Schools as well as special recognition as the 4th most connected school in the nation. The success of GTCHS is obvious in its increased enrollment and its waiting list for admission. The school was awarded a Federal charter school dissemination grant to share best practices with other schools. Other technical colleges throughout the state are planning similar early college high school programs. GTCHS is a National Tech Prep Demonstration Site and continues to be recognized as a flagship school of choice in our state.

Charles R. Bayne, Interim Principal
David Setzer, Board of Directors Chairman
Dr. Keith Miller., President Greenville Technical College

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	91	30
Percent satisfied with learning environment	95.8%	88%	86.7%
Percent satisfied with social and physical environment	100%	83.8%	96.6%
Percent satisfied with school-home relations	95.8%	89.2%	93.3%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	100.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Greenville Technical Charter High School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.1%	0.0%	No

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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Grades 9-12

All Students	254.6	248.0	84.7	76.7	100.0	100.0	100.0
Male	252.2	247.9	85.2	78.3	100.0	100.0	100.0
Female	258.2	248.3	83.9	74.8	100.0	100.0	100.0
White	254.5	250.0	87.3	79.3	100.0	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	100.0
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2012	108	100.0	N/A	13.0	36.1	50.9	87.0
	2013	114	100.0	0.9	7.0	18.4	73.7	92.1
Mathematics								
All Students	2012	108	100.0	1.9	15.7	32.4	50.0	82.4
	2013	114	100.0	1.8	20.2	27.2	50.9	78.1

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